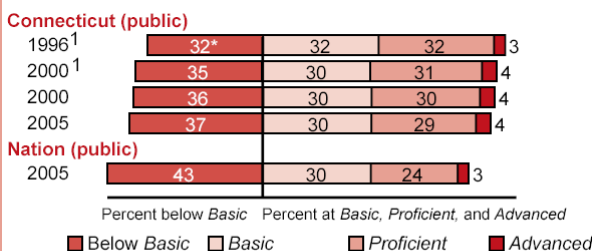


The National Assessment of Educational Progress (NAEP) assesses science in two major dimensions: Fields of Science (Earth, Physical, and Life) and Knowing and Doing Science (Conceptual Understanding, Scientific Investigation, and Practical Reasoning). The NAEP science scale ranges from 0 to 300. Scales are created separately for each grade.

### Overall Science Results for Connecticut

- In 2005, the average scale score for eighth-grade students in Connecticut was 152. This was not significantly different from their average score in 2000 (153), and was not significantly different from their average score in 1996 (155).<sup>1</sup>
- Connecticut's average score (152) in 2005 was higher than that of the nation's public schools (147).
- Of the 44 states and one jurisdiction that participated in the 2005 eighth-grade assessment, students' average scale score in Connecticut was higher than those in 20 jurisdictions, not significantly different from those in 10 jurisdictions, and lower than those in 14 jurisdictions.<sup>2</sup>
- The percentage of students in Connecticut who performed at or above the NAEP *Proficient* level was 33 percent in 2005. This percentage was not significantly different from that in 2000 (35 percent), and was not significantly different from that in 1996 (36 percent).
- The percentage of students in Connecticut who performed at or above the NAEP *Basic* level was 63 percent in 2005. This percentage was not significantly different from that in 2000 (64 percent), and was smaller than that in 1996 (68 percent).

### Student Percentages at NAEP Achievement Levels



<sup>1</sup> Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 science achievement levels correspond to the following scale points: Below Basic, 142 or lower; Basic, 143–169; Proficient, 170–207; Advanced, 208 or above.

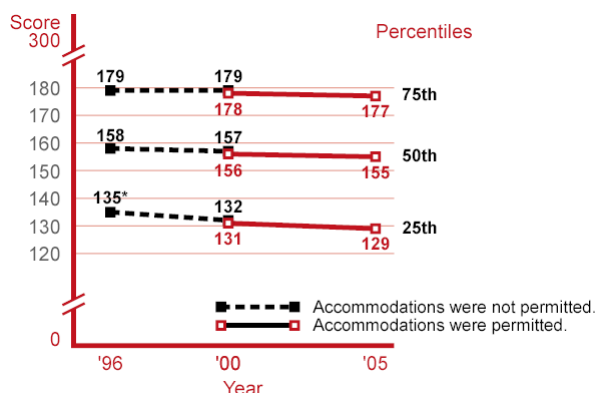
### Performance of NAEP Reporting Groups in Connecticut: 2005

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent of students at or above Proficient	Percent Advanced
Male	51	153	36	64	34	4
Female	49	151	39	61	32	3
White	68	163	23	77	44	5
Black	14	124	72	28	6	#
Hispanic	15↑	123	73	27	7	#
Asian/Pacific Islander	4↑	163	23	77	42	7
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	27↑	127	69	31	9	#
Not eligible for free/reduced-price school lunch	73	161	26	74	42	5

### Average Score Gaps Between Selected Groups

- In 2005, male students in Connecticut had an average score that was not significantly different from that of female students. In 1996, there was no significant difference between the average score of male and female students.
- In 2005, Black students had an average score that was lower than that of White students by 39 points. In 1996, the average score for Black students was lower than that of White students by 43 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 40 points. In 1996, the average score for Hispanic students was lower than that of White students by 48 points.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 34 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 36 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points. In 1996, the score gap between students at the 75th percentile and students at the 25th percentile was 45 points.

### Science Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP science scale indicate how well students at lower, middle, and higher levels performed.

# The estimate rounds to zero.

‡ Reporting standards not met.

\* Significantly different from 2005.

↑ Significantly higher than 2000. ↓ Significantly lower than 2000.

<sup>1</sup> Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Connecticut were 2 percent and 1 percent in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "Jurisdiction" refers to states and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price school lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

